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ABSTRACT

A project developed secondary agriculture programs as model sites to be used to prepare student teachers from the University of Illinois and Illinois State University. During the project, 18 sites were identified and selected through site visits conducted by project staff. Criteria for selection of model sites included the following: (1) the teacher holds an appropriate teaching certificate and a master's degree; (2) the teacher has at least 3 years of teaching experience; (3) at least four agriculture classes are taught each semester, with an enrollment of at least 40 students; (4) the teacher is supportive of student organizations; and (5) the teacher models effective teaching. As a result of the project, increased cooperation and understanding were fostered between university faculty and secondary agriculture teachers. The project delivered the following products: three evening workshops for teachers at model sites and a final session during the state agriculture teachers' conference; copies of two innovative lesson plans for all model sites teachers; and a brochure about model sites that was distributed to all secondary agriculture teachers and student teachers. (Appendices include the following: a list of prospective sites; criteria for site selection; a site visit form; the model sites agreement; a list of model sites; the workshop agenda; a teacher self-evaluation form; pre- and post-assessment forms; and a project brochure.) (KC)

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Establishing Cooperating Schools as Model Sites for Student Teaching

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State Superintendent
of Education

Department of
Adult, Vocational and
Technical Education

Vocational Education Program
Improvement Section

July 1991

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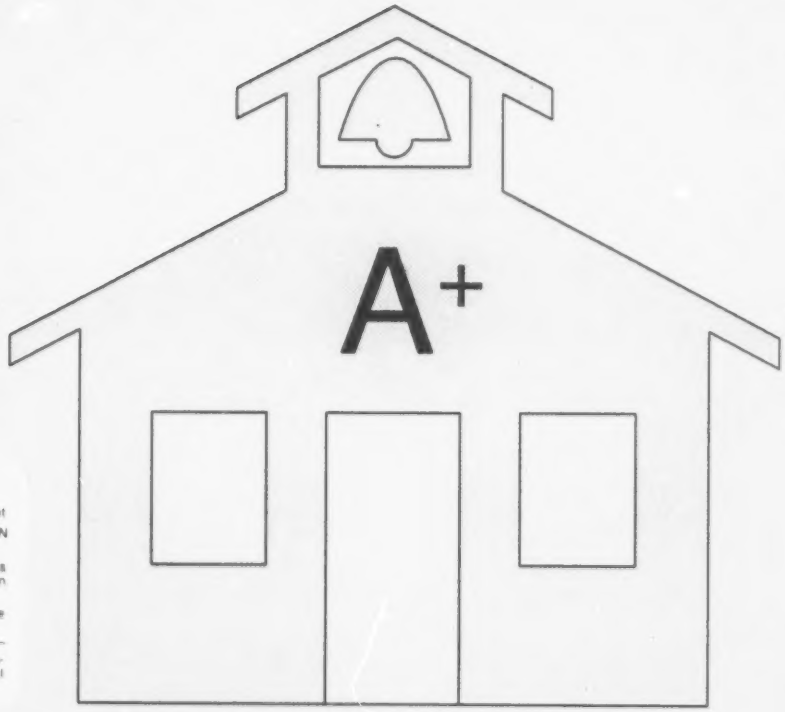

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DEPARTMENT OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION
VOCATIONAL EDUCATION PROGRAM IMPROVEMENT
FINAL REPORT

Abstract

A. Official Project Title: *Establishing Cooperating Schools as Model Sites for Student Teaching*

B. Funding Agreement Number: QLAC49C

C. Project Directors: Dr. Earl B. Russell and Dr. Edward W. Osborne

D. Funded Agency: University of Illinois

E. Location of Funded Agency: 506 S. Wright St.
Urbana, IL 61801

F. Time Period Covered: August 30, 1990 to June 30, 1991

G. Goal of the Project and Its Relevancy to Vocational Education

To develop by June 30, 1991, 20 secondary agriculture programs/teachers as model sites to be used to prepare student teachers from the University of Illinois and Illinois State University.

The preparation of high quality teachers for vocational education programs, including agriculture, is of utmost importance. Student teaching is often cited as the most important element in the teacher preparation process. The nature/value of the student teaching experience depends in large part upon the overall strength of the secondary program and the mentoring assistance provided by the cooperating teacher. In addition, the importance of providing a positive school-wide context for student teaching is becoming more widely recognized. A shortage of certified agriculture teacher candidates exists in Illinois, and this shortfall is expected to continue in the years ahead. The fact that only about one-half of all certified agriculture teacher candidates accept a teaching position raises many questions about the pivotal role that the student teaching experience might play in a career decision to teach. Of course, the availability of well qualified agriculture teachers greatly influences the quality of education students receive in vocational education classes across the state.

H. Major Accomplishments of the Project

1. Identification of 18 secondary agriculture teachers/programs to serve as model sites for student teaching in agriculture.
2. Consideration for model site status of all secondary schools in central and northern Illinois that have an agriculture program.

3. On-site visits conducted by project staff during site selection and teacher improvement phases of project.
4. Increased familiarity of university faculty with secondary agriculture programs.
5. Increased rapport and communication between university faculty and secondary agriculture teachers.
6. Cooperation between agricultural education faculty members at the University of Illinois and Illinois State University.
7. Identification and adoption of criteria to be used in selecting model sites for student teaching in agriculture.
8. Three evening workshops, plus a final closure session, provided to the 18 model site teachers.
9. Published and unpublished resource materials provided to model site teachers.
10. Professional and Program Improvement Plans completed by model site teachers.
11. Use of model sites for the exclusive placement of student teachers in agriculture from the two cooperating institutions during 1991-92 and beyond.

I. Products Delivered

1. Three evening workshops for model sites teachers, plus a fourth "wrap-up" session during the state agriculture teachers conference.
2. Copies of two innovative lesson plans to all model sites teachers.
3. Copies of a brochure describing the model sites concept for agricultural education. Multiple copies distributed to all model sites teachers. Copies to all secondary agriculture teachers and upcoming student teachers.

Major Accomplishments and Significant Findings of the Project

Project Goal: *To develop by June 30, 1991, 20 secondary agriculture programs/teachers as model sites to be used to prepare student teachers from the University of Illinois and Illinois State University.*

Objectives/Procedures and Activities

1. *Establish criteria for selecting model student teaching centers.*

   Project staff reviewed the existing criteria for selecting cooperating centers in use by the University of Illinois, Illinois State University, and Western Illinois University. Criteria specific to agricultural education programs, as well as university-wide criteria, were reviewed. Following extensive discussion, draft copies of the selection criteria for model sites were distributed to various leadership groups in agricultural education around the state. These groups included the Illinois Association of Vocational Agriculture Teachers, DAVTE consultants for agriculture, FCAE Field Advisors, Joint Staff, and the Illinois FFA Executive Secretary. After input from these groups and other targeted individuals was considered, a final set of criteria was established (see Appendices).

2. *Identify schools which are interested in serving as model sites.*

   Nominations for model sites schools were requested and received from the FCAE coordinator and four of the five FCAE field advisors. Schools from the southernmost section of the state were not considered for model site selection during this year's project. FCAE field advisors as a group had visited all secondary agriculture programs in the state within the past 12 months and were in the best position to identify the most outstanding programs/teachers. Field advisors from Districts I - IV were asked to nominate the top 10 programs in their district. A total of 43 schools were nominated. Each of these schools was sent an invitation and a list of criteria to be considered as a model site. A considerable number of the original 43 schools self-selected out of the model sites group due to not meeting one or more of the established criteria. Twenty-four schools requested an on-site screening visit.

3. *Conduct on-site assessment of potential sites, using selection criteria.*

   The selection criteria were transformed into a detailed checklist to simplify the on-site review process. All screening visits were scheduled in advance, and a project staff member met with the agriculture teacher and the building principal. On the average, project staff members spent approximately two hours conducting each on-site screening visit. Visits were made to all 24 schools that requested such a visit.

4. *Select 20 model sites to include a long-term development program.*

From the originally nominated group of 43 schools, 18 met all criteria for model site selection and agreed to serve as such. The project staff sought to identify at least 20 sites, but this was not possible; potential schools either did not meet the criteria or were not interested in serving as a model site. In most cases, the prohibitive factor was not meeting one or more of the established criteria for model site selection.

5. *Secure written agreements of participation from administrators and teachers at model sites.*

Written agreements of participation were obtained from all 18 sites selected. These agreements outlined the project responsibilities of university agricultural education faculty members in site selection, workshops, on-site visits, and site assessment and long range improvement. Responsibilities and expectations of university faculty and cooperating teachers in working with student teachers were also contained in this agreement. A copy of the agreement form is included in the Appendices.

6. *Conduct three workshops for cooperating teachers of model site programs.*

Three evening workshops, each lasting two hours, were held for the 18 model sites teachers during the spring semester. Dates of the workshops were April 9, April 29, and May 13. An extra session was held during the annual agriculture teachers conference in Decatur on June 17. This luncheon was scheduled to provide time to distribute remaining resource materials to teachers, explain the agricultural teacher certification programs and courses at the University of Illinois and Illinois State University, and to bring general closure to project activities.

Each of the three workshops focused on a specific topic identified by the project staff as a high priority area for model site development. The first workshop dealt with the integration of student teachers into the larger school context. During this session, teachers completed a self-analysis of the extent to which they are "connected" to the entire school in which they teach. The presenter was Dr. Betty Merchant, Professor of Adult, Continuing, and Higher Education at the University of Illinois. The second workshop held on April 29 was led by Professor Gary Moore, Head of the Department of Occupational Education at North Carolina State University. Dr. Moore highlighted effective teaching research and presented many strategies for improving instruction which teachers could immediately implement. The third workshop focused on supervising student teachers - providing feedback on their performance during student teaching. This session was led by Professor Lowell Hedges from the Department of Agricultural Education at Ohio State. Dr. Hedges provided numerous handouts to supplement his remarks.

The number of cooperating teachers in attendance at each of the three workshops was 15, 16, and 18, respectively. Twelve cooperating teachers attended the wrap-up luncheon held at the teachers conference. A copy of the agenda for the first workshop is included in the appendices; the second and third workshops were structured following

the same format. Cooperating teachers were asked to complete a project evaluation form at the conclusion of the third workshop. This evaluation included a rating of the effectiveness of each of the workshops.

7. *Provide on-site technical assistance to cooperating teachers.*

Project staff completed two on-site visits to each of the 18 model sites. These visits were scheduled after the first and second workshops to provide continuity, allow for elaboration on key points from the previous workshop and to provide lead-in discussion for the upcoming workshop. During these visits, project staff attempted to observe a class and meet with the teacher during a "free period" to discuss site development activities and ideas presented in workshops. The self-assessment form for school connectedness was reviewed and improvement strategies identified as needed. Key points from the preceding workshop were discussed. Teachers' responses on the Pre-Assessment Form were reviewed and discussed in detail. Project staff focused special attention during on-site visits to this self-assessment and the identification of improvement strategies where needed. This assessment will provide the framework for professional and programmatic improvement activities over the next several years.

Also, during on-site visits project staff gathered descriptive information about the program, students enrolled, teacher's background and philosophy, the school, and the community. Color photographs were also taken. Files containing this written and illustrated information were established at U of I and ISU for each of the 18 model sites. In the future, prospective student teachers will be able to use this information in identifying their preferred sites for student teaching.

8. *Examine the improvement of model sites over the project fiscal year.*

Since the schools selected as model sites represented the best agriculture programs in the state for providing high quality student teaching experiences, significant improvement during the project fiscal year was not likely; these programs were already very strong at the start of the project. Therefore, improvement in the model sites was rooted in teacher's perceptions of strengths and weaknesses as indicated in the Pre-Assessment Form. Weaknesses as cited on this form and the corresponding improvement strategies identified in the Professional and Program Improvement Plan (PPIP) will form the basis for improvement of model sites during the next two years. In some instances steps toward improvement in particular areas were immediately implemented, but in most cases a long-term approach was outlined. See the Evaluation and Impact section of this report for a summary of the Pre-Assessment data and corresponding improvement strategies.

9. *Complete project evaluation activities and develop plans for a continuing development/improvement program for model student teaching sites.*

Project evaluation activities were completed and are summarized in this final report. The project staff held ongoing discussions regarding follow-up efforts needed to solidify the model sites concept in agricultural education and continually strengthen the

individual and collective set of model sites. The project staff recommends that the following actions be taken during the next fiscal year to accomplish these objectives:

a. Monitor/assess the quality of student teaching experiences obtained at model sites. Implementation and evaluation of the system set in place during this project should be completed.

b. Identify additional model sites in District V, the southern portion of the state. Sites contained in the current pool of 18 schools are located in the central and northern sections of the state. There are certainly excellent potential sites in the southern portion that should be included in this statewide pool of approved student teaching centers.

c. Identify a "holding pool" of model sites/cooperating teachers that is nurtured toward full model site status. Teacher turnover or relocation this summer has already eliminated two sites from the set of 18 developed this year. In 1992-93 the anticipated number of student teacher placements in agricultural education from U of I and ISU will push the limits of our current group. There were several schools screened this year that needed one or two more years before they could meet all selection criteria. In addition, there are likely to be several additional schools that were somehow overlooked this year or that have now decided they would like to participate in the model sites/student teaching program.

d. Establish a formal mentoring program between beginning agriculture teachers and model sites teachers. Since a large percentage of young agriculture teachers leave the teaching profession and a large percentage of certified graduates choose not to teach, a strong communication link between a model sites teacher and a young or prospective teacher could be the difference in whether or not a graduate chooses to teach and for how long.

Evaluation and Impact

1. Selection Criteria and Model Sites Established

An excellent set of model sites was identified through the project and extensive inservice with model site teachers was conducted. A sufficient number of sites was identified to meet the demand for placements during the upcoming academic year. Good collaboration occurred between and among agricultural education faculty members at the University of Illinois and Illinois State University. The site selection process provided for open discussion among several state groups concerning criteria for selecting student teaching centers, an issue which has surfaced in recent years. Through the project, input was received from teachers, teacher educators, and state staff. A clear statement of selection criteria was developed, which will perhaps serve as the impetus for program change and improvement for teachers who would like to be involved in the student teaching program in the future. A set of high quality student teaching placement centers has now been identified for coordinated use by the two institutions.

2. On-site School Visits Conducted

Initial screening visits to potential sites, plus two technical assistance visits to selected sites, were completed. These visits provided the opportunity for university faculty to become more familiar with programs and strengthen their relationships with secondary agriculture teachers in model sites. In addition, project staff were afforded the opportunity to meet building principals to discuss the agriculture program and teacher. The insight gained by project staff through these visits will be invaluable as they continue to prepare prospective agriculture teachers and provide inservice programs and courses to teachers.

3. Workshops Provided and Resources Distributed

Three major workshops, each focusing on a specific theme, were held. Attendance by the 18 model site teachers was excellent, averaging over 16 per session. Teachers rated various components of the project at the end of the third workshop. Workshops contributed toward the formation of a group identity for the model site teachers and increased rapport with university faculty.

A review of the workshop evaluations suggested several strengths of the model sites project. Teachers agreed that all workshops were valuable and well presented. The third session on student teacher supervision was rated the highest by teachers, followed by the second workshop on effective teaching. All three workshops were rated positively by teachers. For each session, teachers provided feedback on overall quality, effectiveness of the presenter, usefulness of the ideas presented, and quality of written materials distributed.

Teachers also provided feedback to project staff on the overall value and management of the project. In general, model sites teachers felt that on-site visits were useful and helped them develop plans for professional and program improvement. Management of the project was rated good, as was the quality/value of written materials and references that were distributed. Teachers provided suggestions for future workshop topics, many of which were spin-offs from the three themes addressed in the workshops this year. Several teachers requested specific information about the teacher education programs at U of I and ISU. As a result, course syllabi and program requirements were reviewed with model sites teachers at the wrap-up luncheon held in June during the state agriculture teachers conference.

A number of resource materials were distributed to model sites teachers. Resources were sought that specifically focused on the three workshop topics. Three different books were identified that specifically addressed the first and third workshop themes. Copies of the books were purchased and distributed to each model site teacher (see Resource Listing section for titles of books).

The project staff also assembled and distributed a three ring binder of resource materials to each teacher. Included in the notebook were carefully selected readings on school context, effective teaching, and student teacher supervision. Since a published book

was not provided on the effective teaching topic, a majority of the notebook resource material contained guidelines and research findings on teacher effectiveness. The notebook also contained descriptive information on the agriculture teacher certification programs and agricultural education courses at the two institutions, guidelines for cooperating teachers, placement request and supervision forms, and a copy of two exemplary lesson plans developed by undergraduate students. One of the workshop presenters strongly recommended the use of a two column format for providing written feedback to student teachers on their teaching performance. A special NCR version of this format (see Appendices) was printed and distributed to model sites teachers for their use when supervising student teachers. The resource materials distributed to teachers will serve as the basis for future workshop discussions during cooperating teachers conferences held jointly between the two institutions.

4. Professional and Program Improvement Plans Developed by Teachers

Model sites teachers completed a pre-assessment form which required them to examine the relative strength of their teaching effectiveness and their agriculture program. They also completed a self-analysis form designed to measure their "connectedness" to the larger school context. As a result of these introspective activities, teachers developed a Professional and Program Improvement Plan (PPIP) for the 1991-92 school year. From the two areas of improvement (professional and program) teachers were asked to use their pre-assessment ratings to identify three areas for improvement and up to three corresponding improvement strategies. Project staff then discussed these pre-assessments and PPIPs during their second visit to the schools.

The 45 item Pre-Assessment Form was completed by the teachers prior to the first workshop. Project staff then discussed the self-assessment during the two on-site visits. Some common strengths and weaknesses identified through the pre-assessment process emerged from the 18 model sites. Most teachers rated their programs excellent in the areas of classroom and lab teaching effectiveness, student gains, instructional materials available, number of students in agriculture, student rapport, relationships with administrators and other teachers, and personal attitudes toward teaching.

Approximately half or more of the teachers indicated that improvement is needed in the following areas: use of computers in teaching, incorporation of new thrusts into the curriculum, development of an annual professional improvement plan, offering of agricultural literacy courses, contacts with elementary teachers, student participation in science fairs, scope and quality of agricultural science facilities and equipment, and use of computers for managing instruction. In addition, teachers gave themselves a low rating for using alumni associations and teaching adult classes. In both instances, most model sites teachers did not teach adult classes and did not have an official FFA alumni association. However, the pre-assessment seemed to spur interest in some teachers to initiate/improve their involvement in these areas.

Other areas of improvement noted by about one-fourth of the teachers were effective advisory council use, land lab learning experiences, quality and level of student

participation in SAE and FFA programs, supervision of SAE programs, budgeting, and overall organization of facilities.

As a follow-up activity to completing the Pre-Assessment Form, teachers completed a Professional and Program Improvement Plan (PPIP). In this plan, each teacher listed two to four priority areas for professional and program improvement, as shown on the Pre-Assessment Form. For each improvement area, three specific improvement strategies were listed. This improvement plan should serve as the template for improvement over the next two years.

Teachers responded positively to the pre-assessment and improvement planning activities. Project staff discovered that most teachers had no written improvement plan for their program. As for professional improvement, teachers seemed to go with what was available, rather than mapping out a clear plan for strengthening their professional and technical skills in teaching. Thus, the pre-assessments, and PPIPs developed from them, caused teachers to carefully evaluate their current efforts and develop more precise and pertinent improvement plans for the future.

5. Written Program Descriptions Prepared

Two sets of descriptive information for each of the 18 model sites were assimilated through the project. Teachers provided information about themselves and their students, school, community, and agriculture program. This written information is accompanied by several photographs taken by project staff during on-site visits. One set of the 18 program descriptions will be placed at the University of Illinois and the other at Illinois State University for future student teachers to use in identifying their preferred sites for student teaching. Information of this type has been unavailable in the past and has resulted in uninformed placement requests by students. Use of this information will also enable faculty to better match student teachers with student teaching sites.

6. Model Sites Used for Student Teacher Placement

Beginning with the 1991-92 academic year, the 18 model sites will be used exclusively for the placement of student teachers in agricultural education from the two institutions. This policy will eliminate involvement of lower quality sites, as well as remove such sites from the student teachers' preferred site list. Due to financial stress, student teachers have sometimes been placed in schools because of the school location more than the potential quality of the experience. Implementation of a policy that requires all placements to occur in model sites will no longer allow the quality of the experience to be comprised due to extraneous factors.

Also, beginning in the 1991-92 academic year, student teacher placements in agriculture will be coordinated between the faculty at U of I and ISU. This will prevent duplication of requests for placement and overuse of some centers. A cooperative approach to student teaching placement and overall efforts with the student teaching program will be utilized. Discussion regarding joint conferences for cooperating teachers is underway.

Resource Listing

Material Resources

Material resources purchased for the project included single and multiple copies of carefully selected commercial references. The first three books listed below were distributed to project staff and the 18 model sites teachers. Single copies of the remaining resources listed were obtained by project staff for their use in addressing specific problems/issues apparent within the model sites. For example, the book on computer assisted teaching was purchased because the PPIPs and on-site visits surfaced low instructional use of computers as a common problem among the 18 model sites. Project staff will continue to use these references as they provide additional development programs for model sites teachers in the next several years.

Hedges, L. E. (1989). Supervising the Beginning Teacher. Interstate Publishers, Inc.: Danville, IL.

Rosenholtz, S. J. (1989). Teachers' Workplace. Longman: White Plains, NY.

Acheson, K. A. & Gall, M. D. (1987). Techniques in the Clinical Supervision of Teachers. Addison-Wesley: Reading, MA.

Lillie, D. L. & Hannum, W. N. (1989). Computers and Effective Instruction. Addison-Wesley: Reading, MA.

Kindsvatter, R. & Wilen, W. (1988). Dynamics of Effective Teaching. Addison-Wesley: Reading, MA.

McGreal, T. L. (1983). Successful Teacher Evaluation. ASCD: Alexandria, VA.

Human Resources

All participants assisting with the project were paid and included the following persons.

Name	Position	Agency	Contribution
Earl Russell	Assoc. Prof.	U of I	Co-director
Ed Osborne	Assoc. Prof.	U of I	Co-director
Jeff Moss	Vis. Asst. Prof.	U of I	Research Assoc.
Jeff Wood	Assoc. Prof.	ISU	Subcontract Dir.
Andy Metcalf	Grad. Asst.	U of I	Research & Support
Ron Biondo	Ag Teacher	CHAS	Participant
Brian Cirks	Ag Teacher	Alexis	Participant
Al Dietz	Ag Teacher	Sycamore	Participant
Doug Falk	Ag Teacher	Cuba	Participant
Allen Hornbrook	Ag Teacher	Paris	Participant

Name	Position	Agency	Contribution
Russ Leman	Ag Teacher	Roanoke-Benson	Participant
Brad Maley	Ag Teacher	Ridgeview	Participant
Larry Pfeiffer	Ag Teacher	Carlinville	Participant
Carl Reed	Ag Teacher	Barrington	Participant
Joe Schwamberger	Ag Teacher	Manteno	Participant
Larry Shimmin	Ag Teacher	Sherrard	Participant
Leroy Shoemaker	Ag Teacher	Rochelle	Participant
Jack Stork	Ag Teacher	Jerseyville	Participant
Mark Streit	Ag Teacher	Amboy	Participant
Gary Taets	Ag Teacher	Annawan	Participant
Arley Van Doren	Ag Teacher	Piasa	Participant
Mike Walsh	Ag Teacher	Genoa-Kingston	Participant
Larry Wesley	Ag Teacher	Stillman Valley	Participant
Betty Merchant	Asst. Prof.	U of I	Consultant
Gary Moore	Professor	N C State	Consultant
Lowell Hedges	Assoc. Prof.	Ohio State	Consultant

Problems

1. Significant delays in project startup were encountered, due primarily to finalizing subcontract arrangements and establishing project accounts at the respective institutions.

2. Delays were also experienced in the site selection process. This was due to the lag time encountered between correspondence and the difficulty in scheduling on-site screening visits to interested schools.

3. A target of 20 model sites was initially set, but 18 sites were identified through project activities. This was due to the surprisingly low number of schools meeting all selection criteria and expressing an interest in serving as cooperating centers for student teaching.

4. Project staff received negative feedback from a small number of teachers who felt the selection criteria were too restrictive, especially with regard to the master's degree requirement.

5. Two brochures were initially proposed, but only the brochure describing the model sites project was printed. The project staff felt that development of the second brochure on teacher recruitment would be inappropriate at this time, given the pending program revisions at the University of Illinois.

Conclusions and Recommendations

Conclusions

1. The notion of selecting model sites for student teaching in agricultural education is a desirable, acceptable concept as viewed by agricultural educators. While some criticism from a few teachers was received regarding certain selection criteria for model site status, it is clear that most feel this is an important step toward arranging the best possible student teaching experience for students. The systematic means by which model sites were selected in this project represents considerable improvement over the site selection procedures used heretofore. Prospective student teachers seem satisfied with the model sites program, even though it restricts their placement sites as compared to previous options.

2. On-site screening visits are essential in the selection process for model sites. Being able to spend an hour on-site with the teacher to observe teaching processes, examine facilities and program organization, and identify program priorities is invaluable when determining the quality of the site for student teaching. Meeting with the building administrator also provides excellent insight into the position of the agriculture program within the total school environment and the level of administrative support for the program.

3. The most desirable package of inservice programs for cooperating teachers consists of both on-site visits and large group workshops. On-site visits provided the opportunity to address individual concerns of teachers, as well as to clarify and elaborate on workshop themes.

4. The criteria identified by the project staff are workable and appropriate for model site selection. These criteria may serve as a catalyst for program improvement for some schools/teachers who wish to serve as cooperating teachers.

Recommendations

1. The criteria for selecting model sites should continue to be used when considering additional sites in the future.

2. On-site screening visits to all prospective, new model sites for student teaching should be made by an agricultural teacher educator, using the criteria and checklist developed through this project.

3. Approved model sites should be used exclusively for placing student teachers in agricultural education from the University of Illinois and Illinois State University.

4. A continuous program of inservice activities should be provided to all model sites teachers, including those who may not have a student teacher that particular year. At least two workshops should be provided annually, combined with on-site visits where feasible. Workshops should be held in December and May or June, since both institutions will soon be using a spring semester only placement for student teachers.

5. Collaborative efforts between the two institutions for student teacher placement and cooperating teacher inservice activities should continue. Preferences for site use should be shared annually, and consideration of additional model sites should be jointly pursued.

6. Additional model sites should be identified during the next year, and perhaps each of the following years, to replace lost sites due to teacher turnover. In particular, sites in the southern portion of the state (District V) should be identified during the next year.

7. An careful evaluation of the effectiveness of the model sites selected this year should be undertaken as these sites are used for student teacher placement in the future. Some adjustment may be needed in the site selection criteria after review of these evaluation data.

8. A mentoring program should be established which would pair beginning agriculture teachers during their first three years of teaching with a model sites teacher. The mentor could be the teacher who served as the new teacher's cooperating teacher or another model sites teacher who works in close proximity to the beginning teacher.

Publicity

Several of the model sites teachers had articles in their local newspaper describing their selection as a model site. A brochure was developed which describes the need for and objectives of the project and lists the sites selected as of June 1991. Copies of this brochure are included with this final report.

Appendices

The 43 Prospective Model Student Teaching Sites Based on FCAE Field Advisors' Suggestions

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Al Dietz
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Michael Donnan
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Barry Eidson
Seymour-Payson High School
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Dan Faber
Flanagan High School
Flanagan, IL 61740

Doug Falk
Cuba High School
Cuba, IL 61427

Charles Ferguson
Pittsfield High School
Pittsfield, IL 62363

Bernard Goetze
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William Meteer
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Sherrard High School
Sherrard, IL 61281

Leroy Shoemaker
John Hintzsche
Rochelle High School
1070 North 7th St.
Rochelle, IL 61068

Jack Stork
Jerseyville High School
Jerseyville, IL 62052

Mark Streit
Amboy High School
Amboy, IL 61310

Gary Taets
Annawan High School
Annawan, IL 61234

Stanley Toepfer
Eastland High School
Lanark, IL 61046

Don Toepke
Griggsville High School
Griggsville, IL 62340

Mary Turnbull
Barry High School
Barry, IL 62312

Jeff Vancil
Bushnell-Prairie City H.S.
Bushnell, IL 61422

Arley Van Doren
Southwestern High School
Piasa, IL 62079

Mike Walsh
Genoa-Kingston H.S.
Genoa, IL 60135

Larry Wesley
Stillman Valley H.S.
Stillman Valley, IL 61084

Floyd Wohrley
Kewanee High School
1101 E. Third St.
Kewanee, IL 61443

November 20, 1990

CRITERIA FOR SELECTING MODEL SITES FOR STUDENT TEACHING

These criteria are based in part on study of criteria previously used by agricultural education faculties at the University of Illinois and Illinois State University, plus a review of literature from throughout the U.S. A draft list was refined with assistance from IAVAT leaders, DAVTE consultants, FCAE field advisors, Joint Staff, and the IAVAT Agricultural Education Advisory and Teacher Recruitment Committee, resulting in this final set of criteria.

Each criterion is judged to be important, but the degree of importance probably varies. **The criteria are not in rank order of importance.** They are as follows:

1. The teacher must hold an appropriate teaching certificate and a master's degree, or be near completion of a master's degree.

2. The teacher must have completed three years of teaching experience with at least two years at the current school.

3. At least four agricultural education classes must be taught each semester, and at least 40 students are enrolled in the agricultural education program.

4. The teacher is actively supportive of FFA and diverse SAEPs, with a majority of students active in these areas.

5. The teacher must model effective teaching, with emphasis on problem solving methods in the classroom and laboratory.

6. The program must have an active local agricultural education advisory council.

7. The teacher models commitment toward the profession, including membership in IAVAT, IVA, NVATA, AVA and other professional organizations.

8. Up-to-date course outlines addressing science applications, technology, agribusiness management, horticulture and other appropriate subjects are used in planning instruction.

9. Program facilities and equipment are organized, well maintained, and enhance the curriculum.

10. References and instructional materials enhance the innovative and current instructional program.

11. The teacher has an extended contract for conducting summer programs and is available and willing to provide an approximately two-week summer experience program for prospective student teachers.

Name _____

Title _____

School _____

Date _____

INFORMATION FORM FOR SITE VISITS

"Establishing Cooperating Schools as Model Sites for Student Teaching"

A University of Illinois or Illinois State University agricultural education staff member will ask the agriculture teacher and high school principal to complete a copy of this form during the site visit. The university staff member will also complete one of these forms during or soon after the site visit. Information will be summarized across sites when all site visits are completed. Information will be utilized in determining cooperating sites for student teacher placement.

Please respond as noted for each of the following selection criteria.

1. The teacher must hold an appropriate teaching certificate and a master's degree, or be near completion of a master's degree.

   Circle: Yes or No

2. The teacher must have completed three years of teaching experience with at least two years at the current school.

   Circle: Yes or No

3. At least four agricultural education classes must be taught each semester, and at least 40 students are enrolled in the agricultural education program.

   a. No. of Ag classes taught _____
   b. No. of Ag students enrolled _____

4. The teacher is actively supportive of FFA and diverse SAEPs, with a majority of students active in these areas.

   a. % of FFA membership _____ %
   b. FFA Program of Activities is available: Yes or No
   c. % of students with SAEPs _____ %
   d. Examples of **diverse** SAEPs: _____
      _____
      _____

5. The teacher must model effective teaching, with emphasis on problem solving methods in the classroom and laboratory.

   Circle a number:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

   Comments:

6. The program must have an active local agricultural education advisory council.

   a. List of members is available: Yes or No
   b. Number of meetings in last 12 months _____
   c. Minutes of meetings of last 12 months are available: Yes or No

7. The teacher models commitment toward the profession, including membership in IAVAT, IVA, NVATA, AVA and other professional organizations.

   a. Professional image/attitude: Yes or No
   b. IAVAT Member: Yes or No
   c. IVA Member: Yes or No
   d. NVATA Member: Yes or No
   e. AVA Member: Yes or No
   f. Other member: (specify) _____
      _____

8. **Up-to-date course outlines addressing science applications, technology, agribusiness management, horticulture and other appropriate subjects are used in planning instruction.**

Circle a number:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

Comments:

9. Program facilities and equipment are organized, well maintained, and enhance the curriculum.

Circle a number:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

Comments:

10. References and innovative instructional materials enhance the current instructional program.

Circle a number:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

Comments:

11. The teacher has an extended contract for conducting summer programs and is available and willing to provide a summer experience program for prospective student teachers.

a. Length of contract: _____ mos.
b. Can provide a total of approximately 2-week summer experience for student teacher:
Yes or No

February 25, 1991

AGREEMENT TO PARTICIPATE AS A MODEL STUDENT TEACHING SITE IN AGRICULTURAL EDUCATION

"Establishing Cooperating Schools as Model Sites for Student Teaching" is a project funded for the 1990-91 academic year at the University of Illinois, in collaboration with Illinois State University. Funds are provided by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. Assistance in developing this agreement was provided by IAVAT leaders, DAVTE consultants, FCAE field advisors, Joint Staff, and the IAVAT Agricultural Education Advisory and Teacher Recruitment Committee.

Schools are chosen to serve as model student teaching sites based on rigorous, wide-ranging selection criteria. Mutual agreement among participating local schools, the University of Illinois, and Illinois State University shall include the following:

1. A faculty member in agricultural education shall visit prospective cooperating centers to verify their suitability as a model student teaching site. This visit shall include actual observation of classroom teaching, and be completed before student teacher placement is requested.

2. Cooperating teachers must agree to attend all Cooperating Teachers' Workshops designed for their participation.

3. Project staff will conduct three two-hour workshops for cooperating teachers during the 1991 spring semester. These workshops will focus on overall development of model sites, as well as effective teaching and supervision strategies. Selected resource materials will be distributed at workshops and during on-site visits.

4. Project staff will conduct two on-site visits to each model site during the 1991 spring semester. The purpose of these visits will be to provide technical assistance and follow-up information on workshop topics.

5. Project staff will collect pre and post-assessment data at each model site to (a) determine degree of improvement during project time period and (b) identify areas where further improvement is needed.

6. When student teachers are assigned to model sites in the future, agricultural education faculty will complete at least three on-site supervisory visits to evaluate the performance of student teachers and to assist cooperating teachers in carrying out their responsibilities with the student teacher.

7. The cooperating teacher must agree to check the student teacher's lesson plans on a daily basis for the first two weeks and provide feedback before the student teacher teaches. This should be done on a weekly basis for the remainder of the student teaching period.

8. The cooperating teacher must agree to complete evaluation forms as required during the student teaching assignment.

9. The cooperating teacher must agree to hold critique conferences with the student teacher daily for the first two weeks of the student teaching assignment and at least three times per week thereafter.

10. The cooperating teacher may supervise only one student teacher per academic year.

11. The cooperating teacher must agree to assist the student teacher in exploring and helping conduct adult education programs in agriculture provided by the secondary school, community college, the Cooperative Extension Service, and/or agri-business in the community.

12. Cooperating agriculture teachers, their principals, and other appropriate administrators agree to permit student teachers to experiment with new lessons consistent with new, state-of-the-art curriculum trends in agricultural science and agricultural business.

13. The cooperating teacher must agree to assist the student teacher in developing/strengthening working relationships with elementary and junior high teachers for the purpose of incorporating agricultural concepts into the curricula of their students.

14. Both the cooperating teacher and school principal agree to support the above provisions, and to participate as a model site as long as the arrangement is mutually beneficial and appropriate.

We have read, understand, and agree to support the foregoing provisions for establishing and operating a model student teaching site in agricultural education.

Signatures:

University of Illinois

Dr. Earl B. Russell Project Co-Director	Date
Dr. Edward W. Osborne Project Co-Director	Date

Illinois State University

Dr. Jeffrey A. Wood Subcontractor	Date

Local School:

Name of school	Date
Cooperating Agricultural Education Teacher	Date
Principal	Date

Model Sites for Student Teaching in Agriculture*

	Cooperating Teacher	School	On-Site Visit
1.	Ron Biondo	CHAS	J. Moss
2.	Brian Cirks	Alexis	J. Moss
3.	Al Dietz	Sycamore	E. Osborne
4.	Doug Falk	Cuba	J. Moss
5.	Allen Hornbrook	Paris	J. Wood
6.	Russ Leman	Roanoke-Benson	J. Wood
7.	Brad Maley	Ridgeview	J. Wood
8.	Larry Pfeiffer	Carlinville	J. Wood
9.	Carl Reed	Barrington	E. Osborne
10.	Joe Schwamberger	Manteno	J. Moss
11.	Larry Shimmin	Sherrard	J. Moss
12.	Leroy Shoemaker	Rochelle	E. Osborne
13.	Jack Stork	Jerseyville	J. Wood
14.	Mark Streit	Amboy	E. Osborne
15.	Gary Taets	Annawan	J. Moss
16.	Arley Van Doren	Piasa	J. Wood
17.	Mike Walsh	Genoa-Kingston	E. Osborne
18.	Larry Wesley	Stillman Valley	E. Osborne

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* Schools selected as of 2/25/91 by faculty and staff at the University of Illinois and Illinois State University through project activities funded by ISBE in FY91.

Model Student Teaching Sites for Agricultural Education

Workshop # 1 for Cooperating Teachers
April 9, 1991
Illinois State University

5:00 - 5:15 p.m. Overview of Project Goals and Activities

- -- Purpose of project
- -- Planned activities
- -- Time frame for completion
- -- Long-range objectives

5:15 - 6:45 p.m. *Integrating Student Teachers into the Larger School Context*

Dr. Betty Merchant, Assistant Professor
Dept. of Administration, Higher, & Continuing Education
University of Illinois

6:45 - 7:00 p.m. Wrap Up and Next Steps

- -- Upcoming workshops
- -- On-site visits
- -- Follow-up activities

"Connectedness" to the Larger School Context
(Self-Analysis)

	Rarely					Always
1. I initiate conversation with teachers outside my department to discuss instructional matters.	1	2	3	4	5	6
2. During free time at school, I frequently converse on an informal basis with teachers outside of my department.	1	2	3	4	5	6
3. I talk with teachers outside my department about the academic and/or social progress of students we share in class.	1	2	3	4	5	6
4. I sponsor school clubs or events for students which are unrelated to the specific activities of my department.	1	2	3	4	5	6
5. I read the school newspaper to keep up with events occurring in the larger school context.	1	2	3	4	5	6
6. I team-teach with teachers outside of my department.	1	2	3	4	5	6
7. I seek out opportunities to coordinate subject matter in my classes with topics being taught in other classes.	1	2	3	4	5	6
8. I talk to other teachers outside of my department to learn what they are teaching in their classes.	1	2	3	4	5	6
9. I talk to teachers outside of my department about the kinds of things I am doing with students in my classes.	1	2	3	4	5	6
10. I find ways of communicating special activities and events going on in ag classes to the larger school community.	1	2	3	4	5	6
11. I initiate ways of involving non-ag students in ag activities and events.	1	2	3	4	5	6
12. I feel that I have equal status with other teachers in the school--that is, I, as an ag teacher, am equally valued with other teachers, particularly those in traditional academic areas.	1	2	3	4	5	6
13. I feel that my subject area has equal status with the other subjects offered to students at my school.	1	2	3	4	5	6
14. I feel that the larger school community really tries to reach out to me and include me in the broader context of the school.	1	2	3	4	5	6

Pre-Assessment Form for Agriculture Teachers in Model Student Teaching Sites

School _____ Date _____

Completed by _____

Directions: Indicate your perception of the quality of each of the following elements of your agriculture program by circling the appropriate response. Your responses on these items will not be shared with other teachers. (P = poor, F = fair, G = good, E =excellent).

Quality Indicator	Rating			
1. Effectiveness as a classroom teacher	P	F	G	E
2. Effectiveness as a lab teacher	P	F	G	E
3. Skills developed by students	P	F	G	E
4. Knowledge gained by students	P	F	G	E
5. Student attitudes toward learning agriculture	P	F	G	E
6. Balance of classroom and lab instruction	P	F	G	E
7. Effective use of computers in teaching	P	F	G	E
8. Effective use of computers in *managing* instruction	P	F	G	E
9. Scope and quality of adult instruction	P	F	G	E
10. Number, quality, and variety of instructional materials	P	F	G	E
11. Incorporation of new thrusts (science, marketing, international ag, etc.) into curriculum	P	F	G	E
12. Ag literacy courses or lessons taught	P	F	G	E
13. Up-to-date written courses of study	P	F	G	E
14. Written professional improvement plan that is updated annually	P	F	G	E
15. Participation in professional organization activities	P	F	G	E
16. Number of students in agriculture	P	F	G	E
17. Quality and diversity of agriculture students (background, ability, etc.)	P	F	G	E
18. Connection of SAE programs to classroom and lab instruction	P	F	G	E
19. Quality of SAE programs	P	F	G	E

20.	Teacher supervision of SAE programs	P	F	G	E
21.	Student participation in SAE programs	P	F	G	E
22.	Quality/scope of FFA program	P	F	G	E
23.	Student participation in FFA activities	P	F	G	E
24.	Student participation in science fairs	P	F	G	E
25.	Development of an annual budget for the program	P	F	G	E
26.	Scope/diversity of land lab	P	F	G	E
27.	Quality of land lab learning experiences	P	F	G	E
28.	Effective use of advisory council	P	F	G	E
29.	Effective use of alumni association	P	F	G	E
30.	Use of community resources in teaching	P	F	G	E
31.	Annual review of program, including goal setting	P	F	G	E
32.	Scope and quality of classroom facilities and equipment	P	F	G	E
33.	Scope and quality of lab facilities and equipment	P	F	G	E
34.	Scope and quality of ag science facilities and equipment	P	F	G	E
35.	Order and attractiveness of classroom	P	F	G	E
36.	Order and maintenance of lab areas	P	F	G	E
37.	Organization of office space and files	P	F	G	E
38.	Relationships with administrators	P	F	G	E
39.	Relationships with other teachers in my school	P	F	G	E
40.	Contacts with junior high and elementary teachers for ag literacy lessons	P	F	G	E
41.	Student rapport	P	F	G	E
42.	Relationships with parents, citizens, and community groups	P	F	G	E
43.	Collaboration with extension advisors on program activities	P	F	G	E
44.	Leadership exerted within the community	P	F	G	E
45.	Personal attitudes toward teaching and learning	P	F	G	E

Evaluation of Teaching

School: _____ Date: _____

Teacher: _____ Number students present: _____

Class: _____ Topic: _____

_____

Objectives: _____

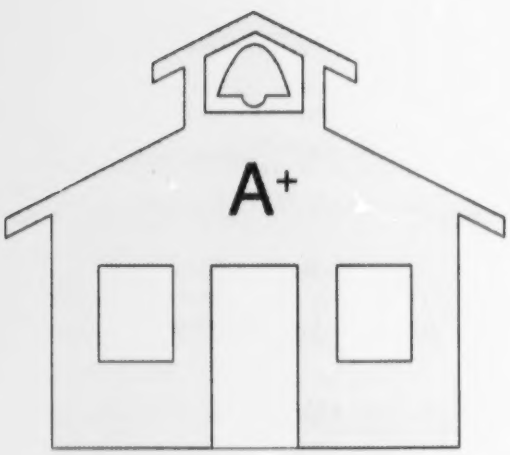
_____

_____

_____

Things That Worked	Questions/Suggestions/Things to Consider

Model Sites for Student Teaching in Agricultural Education



A special project funded by the Illinois State Board of Education
Department of Adult, Vocational and Technical Education.

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RATIONALE

Student teaching has been viewed for many years as the most important element in the professional preparation of teachers. In a recent national study (Edmundson, 1990) teacher education students cited student teaching as the portion of their program having the greatest potential for contributing to their future success in teaching. Cooperating teachers and the student teaching internship were rated the highest in influencing student teachers' values and beliefs about education.

Agricultural education in the secondary schools is in a period of dramatic positive change. At the same time, a disappointing percentage of students eligible for teacher certification in agriculture has chosen to teach in recent years. Student teaching placements that offer the greatest potential for developing teaching skills and positive attitudes toward teaching must be arranged on a systematic and continuing basis.

PURPOSES OF THE PROJECT

This Model Sites project sought to:

- contribute toward the preparation of teachers who are well prepared to implement a contemporary agriculture program in the public schools.
- increase the overall quality of the student teaching experience via the involvement of outstanding agriculture teachers/programs.
- coordinate the placement of student teachers in agricultural education from the University of Illinois and Illinois State University.
- provide specialized training to selected cooperating teachers in the areas of school context, teacher effectiveness, and student teacher supervision.

LOCATION OF MODEL SITES AS OF JUNE 1991

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MODEL SITES FOR STUDENT TEACHING IN AGRICULTURE

	Cooperating Teacher	School
1.	Ron Biondo	CHAS
2.	Brian Cirks	Alexis
3.	Al Dietz	Sycamore
4.	Doug Falk	Cuba
5.	Allen Hornbrook	Paris
6.	Russ Lemar	Roanoke-Benson
7.	Brad Maley	Ridgeview
8.	Larry Pfeiffer	Carlinville
9.	Carl Reed	Barrington
10.	Joe Schwamberger	Manteno
11.	Larry Shimmin	Sherrard
12.	Leroy Shoemaker	Rochelle
13.	Jack Stork	Jerseyville
14.	Mark Streit	Amboy
15.	Gary Taets	Annawan
16.	Arley Van Doren	Piasa
17.	Mike Walsh	Genoa-Kingston
18.	Larry Wesley	Stillman Valley

CRITERIA FOR SELECTING MODEL SITES FOR STUDENT TEACHING

These criteria are based in part on criteria previously used by agricultural education faculties at the University of Illinois and Illinois State University, plus a review of literature from throughout the U.S. A draft list was refined with assistance from IAVAT leaders, DAVTE consultants, FCAE field advisors, Joint Staff, and the IAVAT Agricultural Education Advisory and Teacher Recruitment Committee, resulting in this final set of criteria.

In unranked order, the criteria for selecting model sites for student teaching in agricultural education are as follows:

1. The teacher holds an appropriate teaching certificate and a master's degree, or is near completion of a master's degree.
2. The teacher has completed three years of teaching experience with at least two years at the current school.
3. At least four agriculture classes are taught each semester, and at least 40 students are enrolled in the agriculture program.
4. The teacher is actively supportive of FFA and diverse SAEPs, with a majority of students active in these areas.
5. The teacher models effective teaching, with emphasis on problem solving methods in the classroom and laboratory.
6. The program has an active local advisory council for the agriculture program.
7. The teacher models commitment toward the profession, including membership in IAVAT, IVA, NVATA, AVA and other professional organizations.
8. Up-to-date course outlines addressing science applications, technology, agribusiness management, horticulture and other appropriate subjects are used in planning instruction.
9. Program facilities and equipment are organized, well maintained, and enhance the curriculum.
10. References and instructional materials enhance an innovative and current instructional program.
11. The teacher has an extended contract for conducting summer programs and is available and willing to provide a two-week summer experience program for prospective student teachers.

For More Information Contact:

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124 Mumford Hall
1301 W. Gregory Drive
Urbana, IL 61801
(217) 333-3165

- or -

Agricultural Education
Department of Agriculture
Illinois State University
Normal, IL 61761-6901
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100 North First Street, Springfield, Illinois 62777-0001

Louis Mervis, *Chairman*
Robert Leininger, *State Superintendent of Education*

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